

CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Learning is a complex and multifaceted process that involves the acquisition, assimilation, and retention of knowledge, skills, behaviors, or attitudes. It is a dynamic and lifelong process through which individuals adapt to their environment, experience, and information. Learning can occur through various means, including formal education, informal experiences, observation, practice, and interaction with others.

Learning can take place in formal educational settings, such as schools and universities, as well as informally through everyday life experiences. The process of learning is influenced by various factors, including motivation, individual differences, teaching methods, and the learning environment. The study argues that teachers play a pivotal role in fostering a motivating learning environment, aligning with the findings of Borah (2021), who stress the significance of teacher support and encouragement in enhancing students' motivation. The interaction of learning refers to the dynamic and reciprocal process through which learners engage with information, experiences, and their environment to acquire knowledge, skills, or understanding.

In the context of learning, a "relationship" typically refers to the interpersonal connections and interactions between individuals involved in the educational process. These relationships can take various forms, including those between students and teachers. Interest, and self-efficacy, along with teachers' prosocial behavior and social-emotional support, play pivotal roles in shaping positive views Prewett *et al.*, (2019). Communication holds deep significance, exploring the core of human connection and interaction. The

ability to express thoughts, emotions, and ideas verbally is fundamental for identity expression, relationship building, and navigating social complexities, Tauchid, A. (2023). The relationship between students and teachers is a fundamental aspect of the educational experience. A positive student-teacher relationship is characterized by trust, respect, communication, and support. Such relationships can greatly influence students' motivation, engagement, and overall academic success.

A positive correlation between increased positive teacher-student relationships and greater overall school engagement Martin, A. J., and Collie, (2018). The teacher-student relationship is a cornerstone of effective English language education, playing a pivotal role in shaping the learning experience and academic outcomes for students. In the context of language learning, communication is paramount, and the quality of the relationship between teachers and students significantly influences the success of this communication. A positive and supportive connection fosters an environment where students feel comfortable expressing themselves in English, overcoming language barriers, and building the confidence necessary for language acquisition.

Teacher efficacy plays a pivotal role in predicting practicum performance, as underscored by Chen (2019), particularly when intertwined with emotional experiences tied to instructional strategies and student engagement. This assertion illuminates the intricate interplay between pedagogical approaches and emotional dynamics within the educational realm, with English language education serving as a prime example. Beyond the mere dissemination of language knowledge, the teacher-student relationship assumes a multifaceted significance, extending into realms of motivation and engagement. Zhang (2023) accentuates this perspective, emphasizing how a strong bond between educators and learners can serve as a potent motivational catalyst amidst the challenging tasks inherent in language learning. Such connections not only inspire students to invest effort in mastering the nuances

of the English language but also provide crucial support during moments of difficulty.

Furthermore, beyond academic and motivational benefits, the teacher-student relationship contributes significantly to the creation of a positive and inclusive classroom environment. Tatipang *et al.*, (2022) delve into the perceptions of effective English teachers among EFL students, revealing a consensus that such educators exhibit high involvement. This involvement not only enhances learning outcomes but also fosters cultural understanding, as teachers who establish meaningful connections can bridge cultural gaps, nurturing a sense of community and mutual respect within the classroom. Consequently, the significance of teacher efficacy and the dynamics of the teacher-student relationship resonate deeply within the discourse on effective teaching practices, enriching our understanding of educational dynamics and fostering a supportive learning environment.

In the realm of English language education, the teacher-student relationship serves as the cornerstone for fostering a supportive learning environment. Language acquisition involves more than the mere transfer of knowledge; it requires a collaborative and encouraging atmosphere where students feel comfortable taking risks and making mistakes. A strong bond between teachers and students creates an open space for communication, allowing learners to express themselves freely in English without fear of judgment. The study identifies effective practices aimed at improving these relationships, emphasizing the importance of proactive, direct practices in programs with the most significant impact Kincade *et al.*, (2020). This supportive environment is vital for language development, as students are more likely to engage actively and experiment with the language when they feel secure in their relationship with the teacher. Teacher-student relationships and teaching styles are interconnected, the participative style implies a better relationship.

Autonomous learning holds a paramount role in the realm of English language education, empowering students to take charge of their learning journey. In the context of language acquisition, autonomy refers to a learner's ability to independently manage and direct their learning process. The significance of various autonomous learning activities, such as making foreign friends and attending drama courses, in enhancing English speaking proficiency Mehdiyev (2020). The importance of autonomous learning becomes evident as it not only enhances language proficiency but also cultivates essential skills such as self-discipline, critical thinking, and problem-solving. By assuming responsibility for their learning, students become active participants in their language education, fostering a sense of ownership and intrinsic motivation.

Moreover, the ever-evolving nature of language requires learners to adapt continuously, making autonomous learning a valuable skill in the pursuit of English language proficiency. Involving an essay writing Class demonstrates the effectiveness of portfolio assessment in promoting students' autonomous learning through self-evaluation, reflection, and active participation in peer review sessions Tyas (2020). Autonomous learners are better equipped to navigate the vast resources available, from online materials to authentic language use in various contexts. This adaptability allows students to tailor their learning experience to suit their individual needs and preferences, enabling a personalized and effective language learning journey. Autonomous learning thus prepares students for lifelong language development, empowering them to engage with the language beyond the classroom setting.

In addition to the practical advantages, fostering autonomous learning in English language education nurtures a sense of confidence and self-efficacy among students. As they gain control over their learning path, students become more resilient in the face of challenges, developing a growth mindset that extends beyond language acquisition. Regarding autonomous learning activities in English as a foreign language, emphasizing the need for targeted support programs Nirwaty (2020). The ability to set goals, monitor progress,

and make informed decisions about their learning contributes not only to linguistic proficiency but also to a broader skill set that prepares students for success in diverse academic and professional contexts. Autonomous learning plays a crucial role in fostering a supportive learning environment in the context of English language education.

Autonomy in language learning empowers students to take control of their educational journey, fostering engagement and intrinsic motivation. Khulaifiyah *et al.*, (2021) highlight the importance of assignments, guidance, and experience sharing in enhancing autonomous learning in English language departments. This approach not only cultivates language proficiency but also vital life skills such as time management and self-discipline. Kadwa and Alshenqeeti (2020) further emphasize the significance of learner autonomy and teacher scaffolding in EFL learning environments, where students develop confidence through peer intervention and social media use. Overall, autonomy in language education equips students with the tools necessary for success both academically and in various aspects of life.

The significance of autonomous learning in creating a supportive educational environment lies in its ability to stimulate students' independence and self-confidence. When students have control over their learning, they feel empowered and capable of facing challenges with confidence. This supportive learning environment provides opportunities for students to explore their interests and learning styles, resulting in richer learning experiences and motivating them to continue evolving in English without the fear of making mistakes. The learning environment plays a pivotal role in shaping a supportive atmosphere for English language education. This variety allows students to experience English in different contexts, enhancing their linguistic competence and promoting a dynamic and engaging learning atmosphere.

A supportive learning environment in English language education is characterized by a blend of structure and flexibility. Clear learning objectives and well-organized materials provide the necessary structure for effective

learning. The importance of students' agentic engagement, emphasizes that teachers should adopt an autonomy supportive motivating style to enhance this constructive contribution and promote positive outcomes in the classroom (Reeve & Shin, 2020). At the same time, a flexible environment allows for personalized learning experiences tailored to individual students' needs, interests, and learning styles. Such flexibility accommodates diverse learning paces and preferences, ensuring that students feel supported and motivated to participate actively in the language learning process.

A well-planned learning environment forms the basis for a comprehensive and effective English education experience. One such experience is the Language Month Festival, an annual event held in high schools in October, which nurtures students' creativity and expression. At SMAN 1 Kalitidu High School, the festival features a variety of competitions covering Indonesian, Java, and English, with each class supported by at least two teachers. As far as I can see when I was a teacher training program at SMAN 1 Kalitidu for a long time about a month I understand that this event serves as a creative container for student literacy development, cultivating their talents and competences. Teachers play a critical role in the learning process in the classroom by actively interacting with students, offering advice, and providing constructive criticism. In addition, teachers encourage their pupils to work together, support one another, and learn from one another. In terms of autonomy, teachers allow their students the freedom to choose topics, organize their own learning strategies, and select instructional strategies based on their individual learning preferences. This encourages participation from students in class discussions, where they actively share ideas, hone their comprehension, and increase our collective body of knowledge.

The enthusiasm and involvement of both students and teachers is felt, reflecting a positive relationship that goes beyond the classroom. Implementing the Independent Curriculum Teachers can more freely integrate local values into English language learning, linking language skills with students' cultural

identity. This not only improves their understanding of English, but also broadens their insight into the nation's rich culture. Teachers play a key role in guiding students, providing insight, motivation, and guidance to help them excel in selected competitions. Many students show a strong sense of autonomy, devote extra time after school to practice and perfect their skills independently. This autonomous learning approach not only improves language skills, but also fosters confidence and effective communication. The socio-emotional dimension in this educational context is crucial, as it facilitates overcoming language barriers, instills confidence, and encourages a positive attitude towards learning English. Thus, the Language Month Festival is an example of how a supportive learning environment, combined with dedicated mentoring, can facilitate holistic language education and personal development. From the above case, researchers decided to research here to find out what is out there.

The self-determination theory describes how the satisfaction of three fundamental psychological needs the need for autonomy, competence, and attachment explains the relationship between positive teacher-student interactions and academic motivation or successful school adaptation. This Theory was developed by Deci and Ryan (1993). The self-determination theory, offers valuable insights into the intricate connection between teacher-student relationships and positive school adaptation or academic motivation. Central to this theory are three fundamental psychological needs: the need for attachment, competence, and autonomy. Firstly, the need for attachment underscores the significance of forming strong emotional bonds between teachers and students.

When students feel connected to their teachers, they are more likely to feel safe, supported, and motivated to engage in learning activities. Secondly, the need for competence highlights the importance of providing students with opportunities to develop and demonstrate their skills and knowledge. Teachers who foster a sense of competence in their students by providing appropriate

challenges and constructive feedback can significantly enhance students' confidence and motivation. Finally, the need for autonomy emphasizes the value of allowing students to take ownership of their learning process. When students have a sense of control and choice in their academic pursuits, they are more likely to experience intrinsic motivation and a greater sense of responsibility for their learning outcomes. By understanding and catering to these basic psychological needs, teachers can cultivate positive teacher-student relationships that promote academic success and overall well-being.

A previous study has found *Autonomy-Supportive Behaviors and Student-Teacher Relationships in EFL: Fostering Students' Autonomy and Engagement in EFL Classroom Through Proximal Classroom Factors: Autonomy-Supportive Behaviors and Student-Teacher Relationships* by Han, Kunni. The study addresses the challenges faced by teachers in keeping students engaged and focused in the EFL classroom, particularly in the context of language learning. It acknowledges the potential issues of low accomplishment, high dropout rates, and high levels of learner fatigue and aggression. The study aims to explore autonomy-supportive behaviors and student-teacher relationships as potential solutions to these challenges, with a focus on fostering student autonomy and engagement in the EFL classroom.

By knowing the conditions above, researchers can conclude that the importance of emotional support given by teachers to students in the context of learning, especially in learning English, not only includes positive sentiment, but also involves a deeper understanding of the concrete impact on student involvement, learning motivation, and their confidence. Although many studies have recognized the existence of emotional support as a positive factor in the learning teaching process, often a lack of in-depth exploration of how emotional interactions between teachers and students specifically shape the English learning experience.

Understanding further how the emotional support of teachers can affect student involvement requires us to look at specific aspects, such as students'

participation in discussions, their active involvement in class activities, and their level of interest in English language learning. Additionally, there is a need to explore what the role of teacher-student relationship and autonomous learning on influencing particularly in achieving a supportive English language learning environment is. This increased comprehension can not only enrich teaching practices but also empower educators to create a more supportive and effective environment for students navigating the complexities of English language learning.

The dynamics of teacher-student relationships and the promotion of autonomous learning play pivotal roles in shaping the efficacy of English language learning environments. This research aims to investigate the interplay between teacher-student relationships, autonomous learning, and their combined on creating a supportive English language learning environment. The researcher focus on the perception of both teachers and students, to understand how each views and interacts with the educational environment. This study is expected not only to provide in-depth insights into how these factors interact but also to contribute concrete recommendations for enhancing English language learning practices, fostering positive relationships, and empowering learners in the development of language skills autonomously.

1.2 Research Questions

Based on the description of the problem in the background, the problem in this study are as follows:

1. What are the role of teacher-student relationship and autonomous learning on influencing a supportive English language learning environment at SMA N 1 Kalitidu?
2. How does the relationship between teacher-student and autonomous learning on creating a supportive English language learning environment at SMA N 1 Kalitidu?

1.3 Research Objectives

The objectives of this study include:

1. To investigate the role of teacher-student relationship and autonomous learning in influencing a supportive English language learning environment.
2. To identify the relationship between teacher-student and autonomous learning in creating a supportive English language learning environment.

1.4 Significance of the Research

The significance of the research, also known as the rationale or importance of the study, is a critical component of this chapter. It is where the researcher articulates the reasons for undertaking the study and highlights its relevance. Here are key elements that contribute to the significance of the research :

1.4.1 Pedagogical

The research findings offer valuable insights that can be utilized to improve teaching methodologies and foster more conducive learning environments. By recognizing the significance of interpersonal dynamics, educators can implement strategies to cultivate stronger connections, promote collaboration, and enhance student engagement. This study underscores the pivotal role of interpersonal connections in enriching teaching practices and cultivating supportive learning environments conducive to academic success and holistic development.

1.4.2 Practically

Researchers can use inform future studies and interventions in the field of teacher efficacy, emotional support, and autonomy supportive practices in language learning, the study provides empirical evidence to support the importance of these factors in creating a supportive learning environment. Teachers can further develop

their skills and strategies to better support their students' learning needs, enhance their teaching practices, create a supportive learning environment, and improve student engagement and motivation. Students are more likely to feel empowered, confident, and motivated to learn.

1.5 Scope and Limits of the Research

1.5.1 Scope

The scope of this research will focus on investigating how teacher-student relationships and autonomous learning practices impact to the creation of a positive and supportive learning environment. The researcher conducted interviews, surveys, and observations to better understand the scope according to needs and to provide useful results.

1.5.2 Limitation

The researcher limited the subjects to Eleventh Grade. Specifically in English teachers and students class XI 3 at SMA N 1 kalitidu 2023/2024 academic year.

1.6 Definition of Key Terms

1.6.1 Teacher-Student Relationship

A positive teacher-student relationship is characterized by mutual respect, trust, open communication, understanding, and support, such relationships can contribute significantly to a positive learning environment, fostering student engagement, motivation, and overall academic success Gianna Cacciatore, (2021) .

1.6.2 Autonomous Learning

Autonomous learning refers to a learner's ability to take control and responsibility for their own learning process, in an autonomous learning environment, individuals are self-directed, proactive, and independent in setting their learning goals,

choosing strategies to achieve those goals, and evaluating their own progress. Mun, (2021)

1.6.3 Supportive English Language Learning Environment

Supportive English Language Learning (ELL) in English Language Teaching (ELT) refers to an instructional approach that aims to create a positive and encouraging environment for language learners to acquire and develop their English language skills Maija Kozlova (2021).

